<table>
<thead>
<tr>
<th>Figure No.</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Different categories of values</td>
<td>23</td>
</tr>
<tr>
<td>4.1</td>
<td>Pictorial representation of the sample</td>
<td>67</td>
</tr>
<tr>
<td>4.2</td>
<td>Pie diagram of the sample</td>
<td>68</td>
</tr>
<tr>
<td>5.1.1</td>
<td>Frequency distribution of Religious value for the total sample</td>
<td>79</td>
</tr>
<tr>
<td>5.1.2</td>
<td>Frequency distribution of Social value for the total sample</td>
<td>80</td>
</tr>
<tr>
<td>5.1.3</td>
<td>Frequency distribution of Democratic value for the total sample</td>
<td>81</td>
</tr>
<tr>
<td>5.1.4</td>
<td>Frequency distribution of Aesthetic value for the total sample</td>
<td>82</td>
</tr>
<tr>
<td>5.1.5</td>
<td>Frequency distribution of Economic value for the total sample</td>
<td>83</td>
</tr>
<tr>
<td>5.1.6</td>
<td>Frequency distribution of Knowledge value for the total sample</td>
<td>84</td>
</tr>
<tr>
<td>5.1.7</td>
<td>Frequency distribution of Hedonistic value for the total sample</td>
<td>85</td>
</tr>
<tr>
<td>5.1.8</td>
<td>Frequency distribution of Power value for the total sample</td>
<td>86</td>
</tr>
<tr>
<td>5.1.9</td>
<td>Frequency distribution of Family Prestige value for the total sample</td>
<td>87</td>
</tr>
<tr>
<td>5.1.10</td>
<td>Frequency distribution of Health value for the total sample</td>
<td>88</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Frequency distribution of Creative Stimulation dimension of School Environment for the total sample</td>
<td>91</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Frequency distribution of Cognitive Encouragement dimension of School Environment for the total sample</td>
<td>92</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Frequency distribution of Permissiveness dimension of School Environment for the total sample</td>
<td>93</td>
</tr>
</tbody>
</table>
5.2.4 Frequency distribution of Acceptance dimension of School Environment for the total sample

5.2.5 Frequency distribution of Rejection dimension of School Environment for the total sample

5.2.6 Frequency distribution of Control dimension of School Environment for the total sample

5.3.1 Frequency distribution of Control dimension of Home Environment for the total sample

5.3.2 Frequency distribution of Protectiveness dimension of Home Environment for the total sample

5.3.3 Frequency distribution of Punishment dimension of Home Environment for the total sample

5.3.4 Frequency distribution of Conformity dimension of Home Environment for the total sample

5.3.5 Frequency distribution of Social Isolation dimension of Home Environment for the total sample

5.3.6 Frequency distribution of Reward dimension of Home Environment for the total sample

5.3.7 Frequency distribution of Deprivation of Privileges dimension of Home Environment for the total sample

5.3.8 Frequency distribution of Nurturance dimension of Home Environment for the total sample

5.3.9 Frequency distribution of Rejection dimension of Home Environment for the total sample

5.3.10 Frequency distribution of Permissiveness dimension of Home Environment for the total sample

6.1.1 Mean scores of Religious value of students belonging to three cultural regions of Punjab

6.1.2 Mean scores of Social value of students belonging to three cultural regions of Punjab

6.1.3 Mean scores of Democratic value of students belonging
to three cultural regions of Punjab

6.1.4 Mean scores of Aesthetic value of students belonging to three cultural regions of Punjab

6.1.5 Mean scores of Economic value of students belonging to three cultural regions of Punjab

6.1.6 Mean scores of Knowledge value of students belonging to three cultural regions of Punjab

6.1.7 Mean scores of Hedonistic value of students belonging to three cultural regions of Punjab

6.1.8 Mean scores of Power value of students belonging to three cultural regions of Punjab

6.1.9 Mean scores of Family Prestige value of students belonging to three cultural regions of Punjab

6.1.10 Mean scores of Health value of students belonging to three cultural regions of Punjab

6.2.1 Mean scores of personal values of senior secondary school students studying in Government and Private schools of Doaba region

6.2.2 Mean scores of personal values of senior secondary school students studying in Government and Private schools of Majha region

6.2.3 Mean scores of personal values of senior secondary school students studying in Government and Private schools of Malwa region

6.2.4 Mean scores of personal values of senior secondary school students studying in Government and Private schools

6.3.1 Mean scores of personal values of male and female senior secondary school students of Doaba region

6.3.2 Mean scores of personal values of male and female senior secondary school students of Majha region
6.3.3 Mean scores of personal values of male and female senior secondary school students of Malwa region

6.3.4 Mean scores of personal values of male and female senior secondary school students

6.4.1 Mean scores of schools of three cultural region of Punjab with regard to Creative Stimulation dimension of School Environment

6.4.2 Mean scores of schools of three cultural region of Punjab with regard to Cognitive Encouragement dimension of School Environment

6.4.3 Mean scores of schools of three cultural region of Punjab with regard to Permissiveness dimension of School Environment

6.4.4 Mean scores of schools of three cultural region of Punjab with regard to Acceptance dimension of School Environment

6.4.5 Mean scores of schools of three cultural region of Punjab with regard to Rejection dimension of School Environment

6.4.6 Mean scores of schools of three cultural region of Punjab with regard to Control dimension of School Environment

6.5.1 Mean scores of school environment of Government and Private senior secondary schools of Doaba region

6.5.2 Mean scores of school environment of Government and Private senior secondary schools of Majha region

6.5.3 Mean scores of school environment of Government and Private senior secondary schools of Malwa region

6.5.4 Mean scores of school environment of Government and Private senior secondary schools

6.6.1 Mean scores of personal values of senior secondary school students with Low and High scores in Creative
Stimulation dimension of School Environment

6.6.2 Mean scores of personal values of senior secondary school students with Low and High scores in Cognitive Encouragement dimension of School Environment

6.6.3 Mean scores of personal values of senior secondary school students with Low and High scores in Permissiveness dimension of School Environment

6.6.4 Mean scores of personal values of senior secondary school students with Low and High scores in Acceptance dimension of School Environment

6.6.5 Mean scores of personal values of senior secondary school students with Low and High scores in Rejection dimension of School Environment

6.6.6 Mean scores of personal values of senior secondary school students with Low and High scores in Control dimension of School Environment

6.7.1 Mean scores of students of three cultural regions of Punjab with regard to Control dimension of Home Environment

6.7.2 Mean scores of students of three cultural regions of Punjab with regard to Protectiveness dimension of Home Environment

6.7.3 Mean scores of students of three cultural regions of Punjab with regard to Punishment dimension of Home Environment

6.7.4 Mean scores of students of three cultural regions of Punjab with regard to Conformity dimension of Home Environment

6.7.5 Mean scores of students of three cultural regions of Punjab with regard to Social Isolation dimension of Home Environment
6.7.6 Mean scores of students of three cultural regions of Punjab with regard to Reward dimension of Home Environment

6.7.7 Mean scores of students of three cultural regions of Punjab with regard to Deprivation of Privileges dimension of Home Environment

6.7.8 Mean scores of students of three cultural regions of Punjab with regard to Nurturance dimension of Home Environment

6.7.9 Mean scores of students of three cultural regions of Punjab with regard to Rejection dimension of Home Environment

6.7.10 Mean scores of students of three cultural regions of Punjab with regard to Permissiveness dimension of Home Environment

6.8.1 Mean scores of home environment of senior secondary school students studying in Government and Private schools of Doaba region

6.8.2 Mean scores of home environment of senior secondary school students studying in Government and Private schools of Majha region

6.8.3 Mean scores of home environment of senior secondary school students studying in Government and Private schools of Malwa region

6.8.4 Mean scores of home environment of senior secondary school students studying in Government and Private schools

6.9.1 Mean scores of personal values of senior secondary school students with Low and High scores in Control dimension of Home Environment

6.9.2 Mean scores of personal values of senior secondary school students
schol students with Low and High scores in Protectiveness dimension of Home Environment

6.9.3 Mean scores of personal values of senior secondary school students with Low and High scores in Punishment dimension of Home Environment

6.9.4 Mean scores of personal values of senior secondary school students with Low and High scores in Conformity dimension of Home Environment

6.9.5 Mean scores of personal values of senior secondary school students with Low and High scores in Social Isolation dimension of Home Environment

6.9.6 Mean scores of personal values of senior secondary school students with Low and High scores in Reward dimension of Home Environment

6.9.7 Mean scores of personal values of senior secondary school students with Low and High scores in Deprivation of Privileges dimension of Home Environment

6.9.8 Mean scores of personal values of senior secondary school students with Low and High scores in Nurturance dimension of Home Environment

6.9.9 Mean scores of personal values of senior secondary school students with Low and High scores in Rejection dimension of Home Environment

6.9.10 Mean scores of personal values of senior secondary school students with Low and High scores in Permissiveness dimension of Home Environment